ENHANCING THE EFFICIENCY OF INFORMATION LITERACY DEVELOPMENT FOR UNIVERSITY STUDENTS IN VIETNAM

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ABSTRACT

Many top educators, businessmen, and politicians admit that success in the 21st century will depend on the skills of finding and using information. Current higher education institutions in many advanced countries in the world are very interested in training these skills for their students. In this article, the author outlines the concept of information literacy, the meaning of information literacy development and presents the current situation of information literacy development for university students in Vietnam today. The article analyzes the achieved results and limitations of some university libraries in Vietnam in developing information literacy for students at the same time outlining solutions to overcome.

KEYWORDS: information literacy, students, Vietnam, academic library.

INTRODUCTION:

Information literacy is a relatively new concept for many librarians in Vietnam. However, a number of activities related to information literacy development have been implemented quite early by libraries in Vietnam, including library instruction and bibliographic guidance.

The concept of information literacy was first introduced by Paul Zurknowski in 1974 (Bruce, 1997). Currently there are many different definitions of information literacy, each of which reflects a different view and assessment. Jesus Lau (2006) argues that it is very important to understand the various definitions of information literacy to identify a clear direction for an information literacy program. According to the Association for Educational Communications and Technology, "information literacy is the ability to find and use information – is the keystone of lifelong learning". Meanwhile, the American Association of School Librarians expands this definition and covers the ability to evaluate information. Thus, "students with information literacy can access information effectively and effectively, evaluate information critically, use information accurately and creatively" (Bruce, 2002).

The implications of information literacy development for university students in Vietnam

In the era of scientific and technological revolution today, in the trend of globalization and development of the knowledge economy, higher education has a key role in the entire education system of each country. Higher education is recognized as an effective tool for the development of highly qualified human resources and social development in many aspects. However, the quality of education in Vietnam in recent years is not considered to meet social needs. According to Assoc.Prof. Pham Van Quyet (2008) "when considering the quality of training according to four criteria: general knowledge (including knowledge of society, proficiency in computer engineering, English ...), knowledge expertise, skills to detect and solve problems and personality criteria, we find that the quality of training in our universities is too limited ".

One of the directions to improve the quality of higher education to meet the demand for high quality human resources, many developed countries in the world attach great importance to "lifelong learning". Prof. Dr. Pham Tat Dong (2008) said that lifelong learning is the core content of the concept of a learning society. The education in the learning society focuses on building people the capacity to receive, process, produce, propagate and use information so that the society has new knowledge. Appreciating the lifelong learning method must at the same time promote self-study capacity, but mainly learn how to learn.

In Vietnam, the issue of building a learning society was recorded by the 10th Congress (April 2006) of the Communist Party of Vietnam in the document: "Gradually shifting the current educational model to the open education model. - learning social model with lifelong education system " (Communist Party of Vietnam, 2006).

In order for the above policy of the Party to become a reality, university libraries in Vietnam now need to focus on developing information literacy for students. Because informational literacy is a key factor, determining success in lifelong learning, is the first step in the achievement of educational goals. The most important role of university libraries and university librarians is to train their users to effectively use information of all kinds from paper documents to electronic documents on the Intenet. Informational literacy helps private users form

the basis for lifelong learning. It holds true for all disciplines, all learning environments, and all training levels. Informational literacy is a program that helps information users to use research tools and materials in their libraries.

Developing information literacy for students helps them recognize when they need information and have the ability to search, evaluate, and use information effectively to meet requirements that arise in life. Therefore, Bruce (2002) thinks that information literacy training well supports learner-centered learning, creating opportunities to turn passive learners into active (independent) learners. Students equipped with information literacy will have self-direction and lifelong learning skills.

The situation of information literacy development for university students in Vietnam today

Reality shows that the development of information literacy for university students in Vietnam in recent years has had many positive changes. On the library information forum, there are more and more research papers and surveys on information literacy on both theoretical and practical aspects.

In theory, the first International Conference on Information Literacy held at University of Social Sciences and Humanities - Hanoi National University has attracted many domestic and foreign scholars. At the seminar, many papers were published such as: "Factors affecting information knowledge education in developing countries in Asia" by Professor. Gary E. Gorman; "Information understanding: situation and some suggestions" by MSc. Cao Minh Kiem; "Information literacy in the university library" by Mrs. R. Begum from Malaysia (Dorner & Gorman, 2006). The presentations all highlight the role and importance of information literacy in today's era and the need to promote information literacy training in universities.

Moreover, several authors have recently published their personal studies in specialized journals. In 2009, with the article "The role of libraries in disseminating information literacy" published in Vietnam Library Journal, author Truong Dai Luong analyzed some definitions of information literacy, highlighting the role of libraries in helping private users overcome the challenge of global information explosion (Dai Luong, 2019).

Then, in 2010, the authors Nghiem Xuan Huy and Huynh Thi Truc Phuong published research on information literacy in the Vietnam Library Journal. Author Research Xuan Huy analyzes the work characteristics of researchers in relation to information competency and thereby points out the role of information capacity for researchers (Xuan Huy, 2010). The author Huynh Thi Truc Phuong introduces the training of information skills at the Learning Resource Center of Can Tho University. In this study, the author shows the training program framework of information literacy and the form of implementing information literacy training program of the Resource Center - Can Tho University (Truc Phuong, 2010).

In practice, a number of university libraries are now interested in building and implementing programs to foster information literacy for students quite methodically. Including the Resource Center of Can Tho University, Hue Learning Resource Center, Library of University of Natural Sciences City. Ho Chi Minh City Library, University of Public Health Library.

The type of training:

Most of these institutions implement two types of training, namely compulsory training and on-demand training. Compulsory training is applicable to first-year students (new entrants), while voluntary training is often applied to graduate students, staff from faculties and other students in need. In addition, some libraries

also give advice and guidance to each individual when needed.

The training content:
Some university libraries in Vietnam often deploy the following training contents:

- Library overview: Information resources, facilities, information infrastructure, service rooms.

- Introduce library rules: Instruct students on how to access the library; regulations in service rooms; regulations on the use of computers, printers, and copiers as well as the library's borrowing and returning of documents.

- Guide to finding information in the library through training students in how to use the traditional catalog, the online public access catalog, and to locate documents in the open repository.

- Guide to search electronic documents from online database sources

- Guide to search and evaluate information on the internet.

- Guide to do references for scientific studies

- Guidance for the initial implementation of scientific research

The training form:
Most university libraries today organize information literacy training classes for students, ranging in size from a few students to a class with over one hundred students. In addition, some libraries also compile library manuals to distribute to students. Especially, Hue Learning Resource Center has provided electronic lectures on its website. This is a good way, enabling students to refer to the lecture whenever they need it and use the materials anywhere as long as there is a computer connected to the internet.

Comment on the development of information literacy for university students
RESULTS:
There has been an important change in the perception of the content, the role of information literacy and the development of information literacy in the Vietnamese library community in general and in university libraries in particular. The reason for this change is thanks to the contributions of researchers, university librarians - who have boldly deployed information literacy programs for students in recent years.

The contents of information literacy training courses in some university libraries are quite rich. These libraries not only introduce students to the library, its services and products, its rules and how to use it, but also equip students with methods of searching and information evaluation.

Some libraries actively expand the audience for training. In addition to first-year students, the library has organized training courses on information literacy for graduate students, staff and lecturers.

The form of information literacy training is quite flexible. Some university libraries combine many forms of training at the same time, such as organizing classes at the library, organizing instructional sessions in specialized faculties, and posting electronic lectures on their websites.

LIMITATIONS:
The results achieved above are concentrated in a few university libraries. Most other university libraries have not implemented its true information literacy program, but only focus on contents such as library introduction, library rules and how to find documents in library.

The vast majority of librarians participating in training information literacy in university libraries have not yet been able to participate in seminars, specialized topics on information literacy. They have not been properly trained in information literacy because many contents of information literacy have not been taught in library schools in Vietnam today.

The content of the information literacy program is heavy on library knowledge. Although some libraries have introduced the content of searching and evaluating information on the internet, the skills of searching online databases and exploiting free resources, statistics, government publications, but these contents are not included in the majority of university libraries. Some libraries have good information literacy programs but they also do not fully cover information skills such as: critical thinking skills, problem solving skills, information presentation skills. The contents of copyright and intellectual property, plagiarism and its consequences have not been properly introduced by libraries.

There is no coordination with specialized faculties in designing and implementing information literacy programs.

The available technical and technological facilities have not been fully utilized to implement the online training program.

The teaching time for information literacy classes is relatively short, usually 1 to 3 hours while the class is too crowded. Many libraries hold each class to over 100 students.

There is no appropriate set of standards on information literacy suitable to the actual conditions in Vietnam so that it is difficult to assess the information capacity of users. That is a major obstacle for evaluating and improving the program to better meet the needs of users (Dai Luong, 2019).

Some solutions to improve the efficiency of information literacy development for students
From the above practice, it can be seen that developing information literacy for university students in Vietnam is now an urgent issue. To well implement the information literacy programs in university libraries, it is necessary to have the appropriate attention of the Library Department, the Ministry of Culture, Sports and Tourism, the Ministry of Education and Training, especially the leaders of universities and librarians. If stakeholders are aware of the importance of information literacy to improving the quality of training and scientific research, universities will make appropriate investments in information literacy programs.
To improve the effectiveness of the development of information literacy for students, university libraries need to implement the following solutions:
First of all, it is necessary to focus on improving the qualifications of librarians - who are directly involved in designing and teaching information literacy programs to students.

Diversify training program contents. Kirk (2002) thinks that the nature of information literacy is a multifaceted concept, not only related to library knowledge but also related to information technology knowledge (tool knowledge), knowledge of the information sources, knowledge of social structures, knowledge of publishing and research [8]. Therefore, libraries need to focus on training more skills for students such as research skills, critical thinking and problem solving skills. Focus on training skills to identify and express the infrmation need, analyze and synthesize information, present information, skills to cite and catalog references. Furthermore, these programs should also cover copyright and intellectual property, ethics in the use of information, plagiarism and its consequences.

Libraries need to coordinate with specialized faculties to integrate some of the content of information knowledge into specialized training programs.

Develop standards of information literacy to serve as a basis for university libraries to build programs and evaluate the effectiveness of information user training courses.

CONCLUSION:
With the above analyzed meaning, the development of information literacy should be considered as a central task of university libraries in Vietnam in the current context. This is an opportunity for university libraries to renew their image by contributing to the quality of higher education in general. To do this requires more attention from the Library Department, the Ministry of Culture, Sports and Tourism, the Ministry of Education and Training, especially the leaders of universities with the development of information literacy and together with the efforts of university librarians.

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